

Glossary

/c/: Whenever a letter is placed between two slashes, it refers to the sound the letter makes and not the letter itself. Sometimes people say “cuh” for /c/, or “tuh” for /t/, instead of just the initial sound. This leads to confusion.

“c”: Whenever a letter is placed between quotation marks, it refers to the name of the letter. If we see “c,” we would say /see/ because that’s the name of the letter. For the purposes of this book, we have chosen to highlight the use of alphabet symbols by using a different font rather than quote marks, so instead of writing “c,” “a,” “t,” spells “cat,” we would write **c, a, t,** spells **cat.**

Accelerated Reader: A widely-used software program for schools that gives students a computerized comprehension quiz on thousands of different books. It automatically keeps score of points earned. Its companion program, STAR Reading, assesses students’ ZPD in a quick, on-line multiple-choice quiz that adjusts to students’ reading ability as students take the quiz.

accommodation: A way to adapt existing curriculum and class routines to meet the needs of a struggling student.

Adequate Yearly Progress: A minimum level of improvement that states, school districts, and schools must achieve each year, according to the federal “No Child Left Behind” (NCLB) legislation.

affixes: Word parts added to the beginning of words (prefixes) or the end of words (suffixes) which alter the meaning of the root word. For example: the word “turn” becomes “returned” when the prefix, “re” (meaning to do it again) and the suffix “ed” (meaning it happened in the past) are added.

alphabetic principles: Another name for “phonics,” which is the study of how alphabetic symbols relate to specific sounds in predictable patterns.

auditory input: Cognitive data we receive through our ears.

autism: A developmental disorder showing three types of symptoms: (1) impaired social interaction, (2) problems with verbal and nonverbal communication and imagination, and (3) unusual or limited activities and interests.

automaticity: Skilled or complex behavior which can be performed with little conscious awareness.

background knowledge: See **prior knowledge.**

benchmarks: A specific level of student achievement given in a detailed description of expected outcomes.

CBM - Curriculum-based Measurement: A type of curriculum-based assessment using frequent and direct measurement of skills; often includes one-minute timed samples of reading, math, and writing skills.

chunking: Breaking longer words into meaningful parts such as compound words, onsets, rimes, suffixes, and syllables.

cognition: The process of receiving information through our senses and turning that data into knowledge we retain.

cold read: Reading material that is unfamiliar to the reader.

comprehension: The reason for reading: understanding what the words mean.

conceptual relationships: Understanding how words relate to each other. Another skill which falls under this category is the ability to use **context clues**.

configuration clues: Using the shape of a word to determine its meaning.

context clues: Using the meaning of the words around an unknown word to determine its meaning.

core curriculum: The required subjects for any particular grade level.

criterion-referenced test: A test that measures student performance in relation to a set standard. It is not generally used to compare a student's performance against other students.

cross-age tutors: Using older students to tutor younger students.

CVC word: A word composed of a consonant, then a vowel, and a consonant on the end.

decodable: Reading material that only uses words that students have the necessary phonics skills to break apart. (If a word is used that isn't decodable with existing skills, it should be taught ahead of time.)

decoding: The ability to make sense of a printed word, also called "word attack" skills. There are several decoding skills which affect reading: **semantics, syntax, conceptual relationships, phonological processing, morphological properties, structural analysis,** and **configuration**.

DIBELS - Dynamic Indicators of Basic Early Literacy Skills: A set of subtests developed by University of Oregon Center on Teaching and Learning to determine at what level

children read, and whether they're on track for becoming proficient readers.

Name of Test	Grade Levels	Description
Initial Sound Fluency (ISF)	Preschool to Middle of Kindergarten	Identify which picture out of four begins with a target sound. Example: /g/
Letter Naming Fluency (LNF)	Beginning of Kindergarten to Middle of Kindergarten	Identify as many letters as possible on a page by name in one minute.
Phoneme Segmentation Fluency (PSF)	Middle of Kindergarten to Beginning of Second Grade	Break as many words as possible into phonemes in one minute after teacher says each word.
Nonsense Word Fluency (NWF)	Middle of Kindergarten to Beginning of Second Grade	Read as many nonsense words as possible in one minute. All the "words" are CVC or VC.
Oral Reading Fluency (ORF)	Middle of First Grade through Sixth Grade and beyond	Read as many words as possible in three one-minute passages. Their score is the middle score (median). Only correct words count.

(See website <dibels.uoregon.edu> for more information.)

differentiated instruction: The process of teaching in a way to meet the needs of students with differing abilities in the same class.

digraph: Letters (either vowels or consonants) that combine to make only one sound (consonant digraphs **th, sh, ch, tch**, and vowel digraphs **ai, ay, ey, eigh**).

diphthong: Two adjoining vowels that have two distinct sounds, but they blend well so it's hard to separate them (**oi, oy, ow** as in **cow**, **ou** as in **out**).

double dose: A class for students who needed extra support in reading or math, over and above the time allotted during general education classes. (Students should not be removed from core reading or math classes to go to **double dose**.)

dysgraphia: A difficulty with writing.

dyslexia - complete definition: A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cogni-

tive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Source: International Dyslexia Association at <www.interdys.org>.)

dyslexia - simple definition: A reading difficulty in a child or adult who otherwise has good intelligence, strong motivation, and adequate schooling. (Source: Dr. Sally Shaywitz, *Overcoming Dyslexia*, Vintage Books, 2003, p. 132.)

ELL - English Language Learners: Students not proficient enough in English to be able to succeed in a regular classroom without some extra help in the language.

fidelity: In relation to education, it usually refers to using curriculum and assessments as they were intended to be used with the same amount of intensity from one teacher to the next.

fluency: The ability of a student to read accurately and quickly.

grapheme: The smallest unit of written language, i.e. the alphabet letter in English.

hands-on manipulatives: Physical objects a student can handle and move around in order to solve a problem, or make the learning activity less abstract.

heterogeneous group: Grouping students together who have different ability levels, interests, etc.

homogeneous group: Grouping students with similar abilities, interests, etc.

homonyms or homophones: Two words that sound the same, but are spelled differently (for example: "sale" and "sail").

I.E.P. - Individual Education Program: A written plan setting out specific educational goals for a student with learning disabilities. The plan is written by a team consisting of parents, teachers, school administrators, and other interested parties. It should be reviewed once a year.

Intensive: Category name from Three-Tier Model for students functioning significantly below grade level.

intervention: Specific materials, methods, or curriculums geared to the needs of struggling readers.

kinesthetic input: Cognitive data we receive from our muscles and how they move in relation to each other.

mainstreaming (also known as "inclusion"): The practice of placing students with dis-

abilities into the general education classroom.

metacognition: Awareness of your own thought processes. (Thinking about your thinking.)

morphological properties: Words are formed by parts that contribute to its meaning (for example: suffixes, root words, compound words, and syllables).

multisensory-simultaneous instruction: Presenting information while using more than one sense at the same time. For the purposes of this book, it refers to the visual, auditory, and kinesthetic-tactile senses being used at the same time to input information into our brains.

NAEP - National Assessment of Educational Progress: A test given to randomly selected fourth and eighth grade students in many schools across the nation (see chart on page 38).

NCLB - No Child Left Behind: Legislation setting performance guidelines for all schools which mandates annual student testing and a plan for underachieving schools. It also requires all teachers and assistants to be “highly qualified.”

neurobiological: describes the biological study of the nervous system.

norm-referenced assessment: An assessment which compares an individual’s performance against the performance of a larger group of peers.

On-level: Category name from Three-Tier Model for students functioning at grade level standards.

onset: All the consonants before the first vowel of the syllable. In the word **stripe**, **str** is the **onset**.

ORF - Oral Reading Fluency: A form of CBM that gives students a grade-leveled passage to read for one minute. The students’ ability is scored by subtracting the words read incorrectly from the total number of words read. This score is usually identified as WCM (Words Correct Per Minute).

Orton-Gillingham Method: A multisensory approach to remediating dyslexia created by Dr. Samuel Orton, a neuropsychiatrist and pathologist, and Anna Gillingham, an educator and psychologist.

phoneme: The smallest unit of sound that can change the meaning of a word.

phonemic awareness: The ability to notice and think about individual sounds in a spoken word.

phonics: A method of teaching reading that emphasizes the predictable relationship between

sounds and the alphabetic symbols in our language.

phonogram: A letter or group of letters that represent one **phoneme** (speech sound) (for example: the word **bright** is composed of four phonograms, /b/-/r/-/igh/-/t/).

phonological awareness: The ability to notice any sound units and work with them, such as syllables and affixes. (It includes **phonemic awareness**.)

phonological processing: The understanding of sounds used in language ranging from long chunks of sound (words), to smaller sounds (**syllables**), to **phonemic awareness** of every individual sound (**phonemes**).

physiological: Refers to understanding how a living organism works, including its structures and processes.

prefix: An **affix** or word part added before the beginning of the root word which slightly changes its meaning (for example: adding **re** to **build** becomes **rebuild**).

prior knowledge: Information we already have “filed” in our brain on any given subject.

probe: Another name for a CBM reading passage.

proctor: An adult volunteer, educational aide, or teacher who is only allowed to smile and listen to the student read every word aloud during a reading assessment.

prosody: Reading with natural rhythm, intonation, and expression.

Reading First: A federal education program in the United States that was mandated under the “No Child Left Behind” Act that focuses on putting proven methods of early reading instruction in primary classrooms.

repeated reading: The practice of reading a particular passage over and over again until a certain number of rereadings has occurred, or a specified level of fluency has been reached.

rime: The letters in a word or syllable after the **onset** (for example: in the word **stripe**, **ipe** is the **rime**).

RTI - Response to Intervention (also called Response to Instruction): The practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. These three components are RTI essentials.

rubric: A scoring guideline for assessing a student’s work that verbally describes specific standards for levels of quality to be expected.

scaffolding: Supporting students' learning experience through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands-on learning.

schwa: An unstressed vowel sound saying /uh/ and represented by the symbol ə.

semantics: The understanding a person has of the meaning of a word.

sight words: Words which the reader cannot decode with the alphabetic principles he or she already knows.

skills: Thinking processes we practice until they become automatic (without conscious thought involved).

Slingerland®: An Orton-Gillingham method developed by Beth Slingerland for teaching dyslexics to read (designed for use in the classroom).

SLD - specific language disability: A severe difficulty in some aspect of learning language which includes: listening, speaking, reading, writing, or spelling while other cognitive abilities are intact and age-appropriate.

SLD - specific learning disability: The official term used in federal legislation to refer to disabilities in certain areas of learning.

standardized test: A test that is given in the same format to all students.

Strategic: Category name from Three-Tier Model for students functioning slightly below grade level.

strategies: Thinking processes we use intentionally.

structural analysis: Using the structure of a word to determine its meaning (for example: looking for **affixes** and root words, or breaking a word into **syllables**—a term related to **morphological properties**).

suffix: An **affix** or word part added to the end of a word which slightly changes its meaning (for example: **walk** + **er** becomes **walker**).

summative testing: The practice of assessing student progress at the end (summation) of a time period.

syntax: Involves the parts of speech, determining the grammatical purpose of the word.

tactile input: Cognitive data we receive through using the sense of touch.

Three-Tier Model: One model of reading intervention in common use which identifies three layers of instruction and intervention needed by struggling readers. Some educators have

named these layers as **Intensive**, **Strategic**, and **On-Level**. (See definitions.) Others have given the layers different names.

visual input: Cognitive data we receive through our eyes.

vocabulary: The knowledge of words and their meanings.

word family: Words that are related to each other. One type of word family changes the **onset**, but retains the same **rime** (for example: **mat**, **chat**, **hat**, **rat**, and **splat**).

ZPD - Zone of Proximal Development: A term developed by Lev Vygotsky in 1978 to denote the range between levels of what a child can accomplish with help and what they can do on their own. At instructional level in reading, a child would miss no more than one word out of ten. Independent level means they miss no more than one word out of twenty. The range in between is their ZPD. It assures that the reading material isn't so easy or so hard that no growth would occur. To summarize, here are Vygotsky's three levels:

- **Independent:** Students don't pause for more than one out of twenty words on a page.
- **Instructional:** Students don't pause for more than one out of ten words on a page.
- **Frustration:** Students pause for more than one out of ten words on a page.